

# End of 6<sup>th</sup> - Early 8<sup>th</sup> Grade French Achievement Rubric for Knollwood Report Card

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Performance Indicators	Rubric
<p>Listening: (Interpretive Mode) Understands spoken language (sentences and questions on familiar topics)</p>	<p>3 Novice High/Intermediate Low</p> <ul style="list-style-type: none"> <li>• Follows oral directions</li> <li>• Asks for clarification as needed to alleviate confusion</li> <li>• Understands sentences and questions on familiar topics, but may need repetition/rephrasing or slowed speech</li> <li>• Understanding may be uneven as the topics become less familiar</li> <li>• Identifies familiar people, places, and/or objects based on simple oral descriptions.</li> <li>• Identifies key words after listening to simple passages</li> <li>• Identifies main idea(s) and a few supporting details after listening to simple passages</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives</li> <li>• Notices and comments on connections to first language (cognates, roots and prefixes).</li> <li>• Attends to communication partner's use of objects, visuals and gestures to facilitate comprehension.</li> </ul>
	<p>2 Novice Mid</p> <ul style="list-style-type: none"> <li>• Follows oral directions after referencing a peer(s) who understood</li> <li>• Asks for clarification only when prompted by the teacher [when teacher senses</li> </ul>

	<p>student does not understand and probes this with the student]</p> <ul style="list-style-type: none"> <li>• Understands words, phrases, simple sentences and questions that are very familiar to me, but may need repetition and/or rephrasing and/or slowed speech</li> <li>• Identifies familiar people, places, and/or objects based on simple oral descriptions when confined to current topic(s) of study</li> <li>• Identifies some key words after listening to simple passages</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives when information is presented slowly and deliberately</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives with slower than natural delivery</li> <li>• Notices and comments on cognate connections to first language</li> <li>• Evidences confusion as the communication partner uses objects, visuals and gestures to deliver the message.</li> </ul>
	<p style="text-align: center;">1 Novice Low</p> <ul style="list-style-type: none"> <li>• Follows oral directions after prompting by the teacher (repetition of directions, addition of visuals or other cues) or a peer</li> <li>• Needs redirection after beginning a task after misunderstanding directions or part of the directions and failing to ask for clarification</li> <li>• Sometimes understands words, phrases, simple sentences and questions that are familiar, but may need a partner to help by simplifying or repeating</li> <li>• Identifies familiar people, places, and/or objects with close cognate associations based on simple oral descriptions when confined to current topic(s) of study</li> <li>• Identifies key words with close cognate associations after listening to simple passages</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives when information is presented slowly,</li> </ul>

	<p>deliberately and in an exaggerated fashion by the teacher</p> <ul style="list-style-type: none"> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives with slower than natural delivery and with repeated exposure</li> <li>• Engages in activity of own choosing and away from the communication partner [because the learner does not understand how the objects, visuals and gestures can facilitate understanding of the oral message].</li> </ul>
	<p style="text-align: center;">E Intermediate Mid</p> <ul style="list-style-type: none"> <li>• Follows oral directions without the necessity of additional support (repetition, visuals, gestures)</li> <li>• Asks for clarification in order to gain a deeper understanding</li> <li>• Understands sentences and questions on a wide variety of familiar topics</li> <li>• Understands the main idea and some supporting details</li> <li>• Uses context to identify unfamiliar vocabulary (people, places, objects) from simple oral descriptions.</li> <li>• Identifies key words after listening to longer passages</li> <li>• Identifies main idea(s) and some supporting details after listening to simple passages</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives delivered at natural speed</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives delivered at natural speed</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short audio-only conversations and narratives [without regard to accompanying visuals]</li> <li>• Consistently and enthusiastically notices and comments on connections to first language (cognates, roots and prefixes).</li> <li>• Attends to, but does not consistently need, communication partner's use of</li> </ul>

	objects, visuals and gestures to facilitate comprehension.
<p>Speaking: (Interpersonal and Presentational Modes) Expresses oneself orally (with words, phrases, and simple sentences)</p>	<p>3 Novice High</p> <ul style="list-style-type: none"> <li>• Gives contextually appropriate responses to questions on familiar topics</li> <li>• Is generally understood by someone accustomed to language learners</li> <li>• Sometimes leaves long, unnatural pauses while retrieving vocabulary that may disengage the listener</li> <li>• Pronunciation is influenced by native language</li> <li>• Keeps the conversation going by expressing confusion and/or the need for repetition or clarification</li> <li>• Uses simple sentences and may attempt to add information to clarify or justify meaning</li> <li>• Recognizes and uses familiar vocabulary on a range of topics</li> <li>• Errors generally do not interfere with communication</li> <li>• Asks formulaic, high-frequency questions</li> <li>• Names tangible products from the target culture.</li> <li>• Responds to simple questions</li> <li>• Makes requests</li> <li>• Expresses preferences</li> </ul>
	<p>2 Novice Mid</p> <ul style="list-style-type: none"> <li>• Gives contextually appropriate responses to questions on current topic(s) under study</li> <li>• Is understood with little difficulty by someone accustomed to language learners</li> <li>• Often leaves long, unnatural pauses while retrieving vocabulary that may disengage the listener</li> <li>• Pronunciation is highly influenced by native language</li> <li>• Asks for clarification only when prompted by the teacher [when teacher senses</li> </ul>

	<p>student does not understand and probes this with the student]</p> <ul style="list-style-type: none"> <li>• Keeps conversation going by using memorized chunks of language to ask for repetition or state lack of understanding</li> <li>• Asks formulaic, high-frequency questions although may not be contextually appropriate</li> <li>• Names tangible products, confined to the current topic under study, from the target culture.</li> </ul> <p>After some delay (processing and/or searching for words) or with pauses between words/phrases . . .</p> <ul style="list-style-type: none"> <li>• Responds to simple questions</li> <li>• Makes requests</li> <li>• Expresses preferences</li> </ul>
	<p style="text-align: center;">1 Novice Low</p> <ul style="list-style-type: none"> <li>• Responds to high-frequency questions with answers that are uneven in their contextual appropriateness</li> <li>• Communicates minimally with words and possibly memorized phrases</li> <li>• Has difficulty recognizing and using appropriate vocabulary</li> <li>• Makes errors that interfere with communication</li> <li>• Repeats formulaic, high-frequency questions when prompted by the teacher</li> <li>• Is understood with difficulty because of long pauses and pronunciation that is highly influenced by native language</li> <li>• Has difficulty keeping the conversation going</li> <li>• When given a choice of options, names tangible products, confined to the current topic under study, from the target culture.</li> </ul> <p>After some delay (processing and/or searching for words) or with pauses between words/phrases . . .</p> <ul style="list-style-type: none"> <li>• responds to simple questions</li> <li>• makes requests</li> </ul>

	<ul style="list-style-type: none"> <li>• expresses preferences</li> <li>... with a mixture of target and first language.</li> </ul>
<p>Reading: (Interpretive Mode)</p> <p>Understands written language (extracts some details from and gets the point of short, written</p>	<p style="text-align: center;">E Intermediate Low</p> <ul style="list-style-type: none"> <li>• Gives elaborated contextually appropriate responses to questions on familiar topics</li> <li>• Is understood, with occasional difficulty, by someone unaccustomed to language learners</li> <li>• Occasionally disengages the listener with long pauses to search for vocabulary</li> <li>• Pronunciation is influenced by native language</li> <li>• Keeps the conversation going by responding to questions, creating some simple questions, and asking for clarification when needed</li> <li>• Creates with language, doesn't have to rely on memorized chunks to get ideas across</li> <li>• Uses simple sentences and can even make strings of sentences</li> <li>• Uses a range of vocabulary</li> <li>• May make errors that sometimes interfere with communication</li> <li>• Asks a combination of formulaic/high-frequency or self-generated questions</li> <li>• Names and may provide other information about tangible products from the target culture.</li> <li>• Responds to simple questions and volunteers elaboration</li> </ul> <p>Confidently, with flow and appropriate intonation . . .</p> <ul style="list-style-type: none"> <li>• Makes requests</li> <li>• Expresses preferences</li> </ul>
	<p style="text-align: center;">3 Novice Mid</p> <ul style="list-style-type: none"> <li>• Follows written directions</li> <li>• Recognizes key words and/or identifies main idea(s) after reading simple passages</li> </ul>

authentic texts on familiar topics)	<ul style="list-style-type: none"> <li>• Understands, for the most part, what is read</li> <li>• Attempts to interpret (read between the lines) when necessary</li> <li>• I identifies very familiar people, places, and/or objects based on simple written descriptions.</li> <li>• Notices and comments on connections to first language (cognates, roots and prefixes).</li> </ul>
	<p>2</p> <p>Novice Low</p> <ul style="list-style-type: none"> <li>• Follows written directions after referencing a peer who understood</li> <li>• Often doesn't understand what is read</li> <li>• I identifies some key words after reading simple passages</li> <li>• Cannot usually identify the main idea or read between the lines</li> <li>• I identifies only some of very familiar people, places, and/or objects based on simple written descriptions when confined to the current topic(s) of study</li> <li>• Notices and comments on cognate connections to first language</li> </ul>
	<p>1</p> <p>Novice Low -</p> <ul style="list-style-type: none"> <li>• Follows written directions that have been enhanced by visuals [student is told to color in red and the word red appears in red]</li> <li>• I identifies only very familiar key words with close cognate associations after reading simple passages</li> <li>• I identifies only very familiar people, places, and/or objects with close cognate associations based on simple written descriptions when confined to current topic(s) of study</li> </ul>
	<p>E</p> <p>Novice High</p> <ul style="list-style-type: none"> <li>• Follows written directions without the necessity of additional support (teacher or other references)</li> </ul>

	<ul style="list-style-type: none"> <li>• Identifies key words and/or identifies main idea(s) after reading passages of several paragraphs</li> <li>• Understands what is read</li> <li>• Identifies main idea(s) after reading passages of several paragraphs</li> <li>• Sometimes successfully interprets (reads between the lines) when necessary</li> <li>• Uses context to identify unfamiliar vocabulary (people, places, objects) from simple written descriptions.</li> <li>• Consistently and enthusiastically notices and comments on connections to first language (cognates, roots and prefixes).</li> </ul>
<p>Writing: (Interpersonal and Presentational Modes) Creates written language (words, phrases and simple sentences)</p>	<p>3 Novice High</p> <ul style="list-style-type: none"> <li>• Labels tangible products from the target culture</li> <li>• Writes about familiar topics so that the reader understands without difficulty</li> <li>• Is mostly correct when producing simple sentences but makes errors when attempting to be more creative with the language</li> <li>• Writing is rich in appropriate vocabulary</li> <li>• Writing is engaging and shows effort to appeal to the audience's interest</li> <li>• Writing has an organizational structure (beginning, middle, end)</li> <li>• Supports main ideas with examples</li> <li>• Gives contextually appropriate responses to simple questions</li> <li>• Expresses preferences</li> </ul>
	<p>2 Novice Mid</p> <ul style="list-style-type: none"> <li>• Labels tangible products, confined to the current topic under study, from the target culture.</li> <li>• Writes about current topic under study, rarely extending to other topics</li> <li>• Reader understands writing with only occasional difficulty</li> <li>• Use of memorized vocabulary is mostly correct</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses vocabulary that is appropriate and adequate to express basic information</li> <li>• Makes some effort to write in an interesting fashion</li> <li>• Writing has a basic organizational structure</li> <li>• Gives contextually appropriate responses to questions on current topic(s) under study</li> <li>• Given a word bank, expresses preferences</li> </ul>
	<p style="text-align: center;">1 Novice Low</p> <ul style="list-style-type: none"> <li>• When given a choice of options, labels tangible products, confined to the current topic under study, from the target culture.</li> <li>• Writes minimally about current topic under study and reader does not clearly understand</li> <li>• Writing is correct only at the word level</li> <li>• Uses a limited and/or repetitive vocabulary</li> <li>• Makes no effort to maintain reader's attention</li> <li>• Presents information in a random fashion</li> <li>• Responds to high-frequency questions with answers that are uneven in their contextual appropriateness</li> <li>• When given a choice of options, expresses preferences</li> </ul>
	<p style="text-align: center;">E Intermediate Low</p> <ul style="list-style-type: none"> <li>• Labels and provide additional information about tangible products from the target culture.</li> <li>• May demonstrate awareness of cultural appropriateness (use of expressions)</li> <li>• Writes, with some elaboration, about familiar topics</li> <li>• Creates with language (does not rely on memorized chunks)</li> <li>• Uses simple sentences and some strings of sentences</li> <li>• May make occasional errors</li> <li>• Uses a range of vocabulary that accomplishes the task</li> </ul>

	<ul style="list-style-type: none"><li>• Occasionally may uses the wrong word or expression</li><li>• Sometimes uses phrases/images/content to maintain the attention of the audience</li><li>• Writing is organized in a logical manner</li><li>• Gives elaborated contextually appropriate responses to simple questions</li><li>• Expresses preferences on a variety of topics and provides reasons for those preferences</li></ul>
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